The purposes of this study were to describe cognitive, affective, and behavioral dimensions associated with writing among doctorally prepared nurses, and to determine relationships between writing dimensions and journal article publication. The 343 respondents were predominantly female, and most were employed as faculty or administrators in schools of nursing. Respondents reported a mean of 2.34 research and 2.25 nonresearch articles published in the preceding three years. The mean number of hours spent writing each week was 3.2. Multiple regression analysis showed that five variables accounted for 18% of the variance in research article productivity: time spent writing, a low level of writer's block, not awaiting inspiration before writing, not using writing references, and obtaining feedback from colleagues. Four variables accounted for 12.9% of the variance in nonresearch article productivity: time, low levels of writer's block and writing apprehension, and not writing according to a schedule.

Studies of the scholarly activities of faculty and faculty research performance have been in existence since the 1940s (Creswell, 1985). In recent years, as research performance and publication have been increasingly made part of the requirements for promotion and/or tenure, a considerable body of literature has been developed in regard to scholarly performance. Consistently, studies of scholarly productivity have shown that productive scientists and academicians begin publishing at an early age, possess a strong interest in research, and set aside time to conduct research and write (Clemente, 1973; Cole, 1979; Blackburn, Behymer, and Hall, 1978).

The field of nursing is a relative newcomer to university settings; as such, the discipline has been lacking an established research tradition. Nevertheless, nursing faculty are being held to the same rigorous standards for promotion, tenure, and salary increase as are faculty in more established disciplines. Studies of publication productivity among nursing academicians have been few;
however, those that have been conducted largely substantiate the characteristics of productive scholars found in other disciplines (Nieswiadomy, 1984; Ostmoe, 1982; Megel, Langston, and Creswell, 1988). Even less research has documented the relationship between writing behaviors, attitudes toward writing, and publication productivity of nurses who might be expected to contribute research-based knowledge to the discipline (Ostmoe, 1982; Crutchfield, 1986; Megel, Langston, and Creswell, 1988). The study reported here is unique in its examination of three writing dimensions (cognitive, affective, and behavioral) and their relationship to journal article productivity.

**STUDY PURPOSES**

The first purpose of this study was to describe the journal article publication productivity of doctorally prepared nurses. Specifically, how many research and nonresearch articles have been published or accepted for publication in refereed journals in the last three years? This information provides a productivity profile of individuals who have the educational preparation that should enable them to contribute to the profession’s body of knowledge.

The second purpose of the study was to describe selected cognitive, affective, and behavioral dimensions associated with writing among doctorally prepared nurses. The specific cognitive dimensions, based upon Rose’s (1984) analysis of writing as a cognitive, problem-solving process, included the habit of premature editing while writing and the problem of writer’s block. The affective dimension, based upon Daly and Miller’s (1975) investigations of attitudes toward writing, involved an apprehensive or negative attitude toward writing. Behavioral dimensions included practices and methods that facilitated writing, such as writing in seclusion, setting writing goals and rewarding oneself for meeting them, writing regularly regardless of mood or inspiration, writing for a particular audience, using a word processor, selecting competent coauthors, using previously published articles as examples, revising manuscripts multiple times, and having colleagues review manuscripts. Each of the variables included in the behavioral dimension has been related to successful writing and/or publishing among members of other disciplines (Kellogg, 1986; Hartley and Knapper, 1984; Boice and Johnson, 1984). It is of interest to note the prevalence of these writing practices and attitudes among nursing scholars.

The third purpose of the study was to explore the relationships between the selected cognitive, affective, and behavioral dimensions of writing and journal article publication productivity, and to compare salient dimensions associated with productivity between low, moderate, and high producing groups. This information should be important in illuminating characteristic writing behaviors and attitudes of highly productive scholars, and in providing strategies for